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ABSTRACT

This document, a transcript of a House of Representatives subcommittee hearing on a Reagan Administration proposal, discusses consolidation of existing federal vocational and adult education programs, simplification of requirements for states and other recipients participating in federal vocational and adult education programs, authorization of certain state and national programs for the development of vocational skills and basic skills in the work force that will improve productivity and economic growth, and authorization of states to consolidate funding for such programs into block grants to the states in an attempt to increase efficiency and productivity. At the hearing, testimony and a prepared statement were given by T. H. Bell, U.S. Secretary of Education, and questions were answered by Dr. Robert Worthington, Assistant Secretary for Vocational and Adult Education. Secretary Bell and Assistant Secretary Worthington testified that their bill is designed to accomplish these four major objectives: (1) consolidation of existing vocational and adult education programs into a single, flexible program of grants to the states; (2) simplification and reduction of administrative burden at all levels of government, so that states can use more of their federal dollars to provide educational services to students; (3) enhancement of the role of vocational and adult education in assisting local, state, and national economic development; and (4) refocusing the federal role to concentrate on research, development, dissemination, demonstration, and other national leadership activities rather than on intervention in educational decision making at the state or local levels. They emphasized that the bill would cut through red tape, streamline paperwork, permit wider discretion to the states, and make it easier to harmonize the use of state and federal funds, while at the same time preserving the emphasis on vocational education and continuing to fund adult basic education programs. (The text of H.R. 2940 is included in the document.) (KC)

TO CONSOLIDATE FEDERAL VOCATIONAL AND ADULT EDUCATION PROGRAMS

ED240286

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

ON

H.R. 2940

TO CONSOLIDATE EXISTING FEDERAL VOCATIONAL AND ADULT EDUCATION PROGRAMS, TO SIMPLIFY REQUIREMENTS FOR STATES AND OTHER RECIPIENTS PARTICIPATING IN FEDERAL VOCATIONAL AND ADULT EDUCATION PROGRAMS, AND TO AUTHORIZE CERTAIN STATES AND NATIONAL PROGRAMS FOR THE DEVELOPMENT OF VOCATIONAL SKILLS AND BASIC SKILLS IN THE WORK FORCE THAT WILL IMPROVE PRODUCTIVITY AND ECONOMIC GROWTH, AND FOR OTHER PURPOSES

HEARING HELD IN WASHINGTON, D.C., ON MAY 19, 1983

Printed for the use of the Committee on Education and Labor

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TO CONSOLIDATE FEDERAL VOCATIONAL AND ADULT EDUCATION PROGRAMS

THURSDAY, MAY 19, 1983

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, Hon. Frederick C. Boucher presiding.

Members present: Representatives Boucher, Miller, Erlenborn, Gunderson, Packard, and Nielson.

Mr. BOUCHER. The hour of 9:30 having arrived, this hearing will convene. This morning the Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings on vocational education. Today we will focus on the administration's proposal to consolidate vocational education and adult education programs into a block grant to the States.

Our colleagues, Congressman Erlenborn, Congressman Packard, and Congressman Nielson, have introduced this proposal as H.R. 2940. At this time I will call on the ranking Member, Congressman Erlenborn, for his comments.

Mr. ERLENBORN. Well, thank you, Mr. Chairman. I just want to welcome Secretary Bell to the subcommittee this morning. It's unfortunate that we have only a pro forma session today. Many Members, therefore, have found an opportunity to get back to their districts where work is often very important, particularly with another election coming along next year.

So, we don't have as many people on the committee here this morning as we otherwise would. I know that this is in no way a reflection of their lack of concern about the subject matter or their interest in the Secretary's views. But just the scheduling.

Mr. Secretary, it's good of you to come up this morning. I am pleased to be a sponsor of this bill that you have recommended on behalf of the administration, and look forward to your views.

[Text of H.R. 2940 follows:]

98TH CONGRESS
1ST SESSION

H. R. 2940

To consolidate existing Federal vocational and adult education programs, to simplify requirements for States and other recipients participating in Federal vocational and adult education programs, and to authorize certain State and national programs for the development of vocational skills and basic skills in the work force that will improve productivity and economic growth, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

MAY 9, 1983

Mr. ERLENBORN (for himself, Mr. PACKARD, and Mr. NIELSON of Utah) introduced the following bill; which was referred to the Committee on Education and Labor

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A BILL

To consolidate existing Federal vocational and adult education programs, to simplify requirements for States and other recipients participating in Federal vocational and adult education programs, and to authorize certain State and national programs for the development of vocational skills and basic skills in the work force that will improve productivity and economic growth, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Vocational and Adult Education Consolidation Act of 1983".

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TITLE IV—MISCELLANEOUS PROVISIONS

Sec. 401. Conforming amendments.
Sec. 402. Repeals.
Sec. 403. Effective date.

DECLARATION OF PURPOSE

SEC. 2. (a) The purpose of this Act is to authorize State and national programs which will promote economic development by—

(1) addressing the needs of youth and adults, in all communities, for vocational education;

(2) strengthening the ability of States and local systems of vocational education to promote and respond to economic development;

(3) enhancing equal educational opportunity in vocational education for all students, including students with special needs such as the educationally disadvantaged, the handicapped, and those with limited English proficiency;

(4) overcoming sex stereotyping and sex bias in vocational education;

(5) addressing the national need of employers for a skilled and literate work force;

(6) addressing the training needs of displaced workers;

(7) assisting adults to acquire basic skills needed to function in society; and

(8) assisting adults to continue their education to at least the level of completion of secondary school so

that they may become more employable and productive citizens.

(b) It is the intent of Congress that States participating in programs authorized by title II of this Act be afforded broad discretionary authority in planning, developing, administering, and operating such programs.

DEFINITIONS

SEC. 3. As used in this Act—

(1) The term "acquisition" means taking ownership of property, receiving property as a gift, entering into a lease-purchase arrangement, or leasing the property. The term includes processing, delivery, and installation of property.

(2) The term "administration" means the activities of a State or eligible recipient which are reasonable and necessary for the proper and efficient performance of its duties under this Act, including State supervision, and the development of the proposed use report submitted under section 104.

(3) The term "adult" means a person who is beyond the age of compulsory school attendance under State law.

(4) The term "adult education" means instruction or related services below the college level for adults who—

(A) lack the basic skills to enable them to function effectively in society; or

(B) do not have a certificate of graduation from a school providing secondary education (and who have not achieved an equivalent level of education).

(5) The term "construction" includes the construction of new buildings, the acquisition, expansion, and alteration of existing buildings, and includes site grading, improvement, and architect fees. The term does not include minor remodeling needed to accommodate equipment used for instructional purposes.

(6) The term "educationally disadvantaged" means, when used with respect to an individual, an individual who has one or more academic deficiencies (such as inadequate writing, reading, or mathematical skills) and who therefore requires special services and assistance in order to succeed in vocational education programs.

(7) The term "eligible recipient" means a public or private agency, organization, or institution capable of administering a vocational or adult education program. The term may include public corporations and community-based organizations.

(8) The term "handicapped" means, when used with respect to an individual, an individual who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired individual, or a person with specific learning disabilities, who by reason thereof requires special education and related services, and who, because of the handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who requires a modified vocational education program.

(9) The term "Secretary" means the Secretary of Education.

(10) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(11) The term "vocational education" means an organized instructional program that is directly related to the preparation of persons for employment, paid or unpaid, in an occupation that does not require a baccalaureate or advanced degree.

TITLE I—GENERAL PROVISIONS

AUTHORIZATION OF APPROPRIATIONS

SEC. 101. (a) For the purpose of carrying out this Act there are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1984 through 1988.

(b) Funds appropriated by the first section of the Smith-Hughes Act (that is, the Act approved February 23, 1917, 39 Stat. 929, as amended) shall be considered as funds appropriated under this section.

RESERVATIONS

SEC. 102. From the amount appropriated pursuant to section 101 for any fiscal year the Secretary may reserve not to exceed 5 per centum of that amount for national programs under title III. Notwithstanding any other provision of law, unless enacted in specific limitation of this section, the funds reserved shall be available for obligation and expenditure without regard to the fiscal year for which they were appropriated.

STATE ALLOTMENTS

SEC. 103. (a)(1) The Secretary shall allot the remainder of the funds appropriated under section 101 for each fiscal year after the reservation is made under section 102 to each State in accordance with paragraphs (2) through (4).

(2) Forty per centum of such remainder in each fiscal year shall be allotted according to the ratio which the product

of the State's allotment ratio and the sum of the State's population aged fifteen through nineteen and the number of unemployed persons in the State aged fifteen through nineteen bears to the sum of the corresponding products for all the States.

(3) Forty per centum of such remainder in each fiscal year shall be allotted according to the ratio which the product of the State's allotment ratio and the sum of the State's population aged twenty through forty-four and the number of unemployed persons in the State aged twenty through forty-four bears to the sum of the corresponding products for all the States.

(4) Twenty per centum of such remainder in each fiscal year shall be allotted according to the ratio which the product of the State's allotment ratio and the sum of the State's population aged forty-five through sixty-four and the number of unemployed persons in the State aged forty-five through sixty-four bears to the sum of the corresponding products for all the States.

(b)(1) The allotment ratio of a State, other than an insular area, for any fiscal year is one minus one-half of the quotient obtained by dividing the per capita income for the State by the per capita income for all the States (excluding the insular areas).

(2) The allotment ratio of an insular area is six-tenths.

(3) The Secretary shall compute allotment ratios on the basis of the average of the appropriate per capita incomes for the three most recent fiscal years for which data, satisfactory to the Secretary, exist.

(c)(1) Notwithstanding subsection (a), the Secretary shall allot to each State in each fiscal year at least $100,000.

(2) Amounts required to comply with paragraph (1) shall be derived by proportionately reducing the allotments of all other States, subject to adjustments needed to avoid reducing any State below the minimum amount specified in paragraph (1).

(d)(1) The Secretary may reallot all or a portion of a State's allotment for any fiscal year if the State does not submit a proposed use report under section 104, or the State indicates to the Secretary that the State does not need the full amount of its allotment for that fiscal year. The Secretary may fix one or more dates during the fiscal year upon which to make reallotments.

(2) The Secretary may reallot funds to one or more States that demonstrate a current need for additional funds under this Act. Any funds reallotted to another State shall be deemed to be part of its allotment for the fiscal year in which it receives the reallotted funds.

(e) For the purpose of determining allotments under this section—

(1) the population of a State and of an insular area shall be based on the latest data that are satisfactory to the Secretary;

(2) the unemployed population of a State and of an insular area shall be based on the average of the appropriate unemployment data for the three most recent fiscal years for which data, satisfactory to the Secretary, exist;

(3) the term "per capita income" means, for any fiscal year, the total personal income in the calendar year ending in such year, divided by the population of the area concerned in that year; and

(4) the term "insular area" means the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

PROPOSED USE REPORT

SEC. 104. (a) Any State desiring to participate in the program authorized by title II of this Act during any fiscal year shall submit to the Secretary an annual proposed use report which describes for vocational and adult education the goals the State seeks to achieve, the characteristics of the individuals to be served, how the Federal funds will be used to achieve the purposes of this Act, how the funds will be distributed within the State (including any allocation formulas

to be used), and the results the State anticipates. The proposed use report shall designate the single State agency or instrumentality that is responsible for the administration or supervision of the administration of the State's program under title II, including its compliance with all the requirements of this Act.

(b) In addition to the information required by subsection (a), the proposed use report shall—

(1) describe how the State will—

(A) provide access for all vocational education students to instruction in the basic skills that are needed for employment;

(B) use funds awarded under title II to enhance equal educational opportunity in vocational education for all students, including students with special needs such as the educationally disadvantaged, the handicapped, and students with limited English proficiency;

(C) use funds available under title II to overcome sex stereotyping and sex bias in vocational education programs; and

(D) involve the State Job Training Coordination Council and private industry councils established under the Job Training Partnership Act, as well as representatives from business, industry, fi-

nance, labor, and agriculture in planning and carrying out vocational education programs assisted under title II so that the programs reflect the skilled labor needs of employers and current technology;

(2) contain assurances that the State will—

(A) provide for such methods of administration as are necessary for the proper and efficient administration of the Act;

(B) provide for such fiscal control and fund accounting procedures as are necessary to ensure proper disbursement and use of Federal funds paid to the State;

(C) comply with any requests of the Secretary for reports that are necessary to carry out his functions under this Act;

(D) provide for the participation of students who are enrolled in private schools in programs, projects, services, and activities at the secondary education level that are supported by funds awarded under title II, consistent with State law and the number of students in the area to be served who share the need for vocational education which the program, project, service, or activity is designed to address;

(E) maintain continuing public administrative direction and control over funds used to provide programs, projects, services, and activities to students in a private school;

(F) distribute funds to eligible recipients on the basis of annual applications, approved by the State, which describe the activities to be supported with Federal funds; and

(G) use funds awarded under title II to meet the basic education needs of adults.

(c) Each proposed use report shall contain an assessment of the vocational education and adult education programs supported with Federal funds during the State's most recently completed program year, including an assessment of the extent to which the State met the goals established for that year.

(d) Prior to submitting the proposed use report to the Secretary, the State shall make the proposed use report public in a manner that facilitates comment from interested agencies, groups, and individuals

AUDITS

SEC. 105. Each State shall obtain financial and compliance audits of any funds which the State receives under this Act. Such audits shall be made public within the State on a timely basis. The audits shall be conducted at least every two

years by an organization or person independent of an agency administering activities under the Act. The audits shall be conducted in accordance with the Comptroller General's Standard for Audit of Governmental Organizations, Programs, Activities, and Functions.

SECRETARY'S REPORT

SEC. 106. The Secretary shall submit to Congress each fiscal year a report on the status of vocational and adult education in the Nation. The report shall contain a concise analysis of the information submitted in proposed use reports under section 104, as well as other appropriate information gathered by the Secretary.

NATIONAL ADVISORY COUNCIL ON VOCATIONAL AND ADULT EDUCATION

SEC. 107. (a) There shall be a National Advisory Council on Vocational and Adult Education during the period for which funds are appropriated under section 101. The President shall appoint members of the Council for terms of three years, except that the President may select initial members of the Council for terms of one or two years. The Council shall have as a majority of its members persons who are not educators or administrators in the field of education. The National Advisory Council shall meet at the call of the Chairman, whom the President selects, but not less than three times a year. The Chairman of the National Commission for Employ-

ment Policy or its successor shall be a member of the Council.

(b) The National Advisory Council shall—

(1) advise the President, the Congress, the Secretary, and the head of any other appropriate Federal department or agency concerning the administration of vocational and adult education programs supported under this Act as well as the implementation of other laws that affect vocational and adult education, and employment and training programs;

(2) make whatever reports or recommendations to the President, the Congress, the Secretary, and the head of any other appropriate Federal department or agency as are appropriate and reasonable, and include in any such report the comments of the National Commission for Employment Policy;

(3) identify, in conjunction with the National Commission for Employment Policy, the vocational and adult education and employment training needs of the Nation and assess the degree to which existing vocational and adult education, employment and training, vocational rehabilitation, special education, and other programs represent a coordinated and effective approach to meeting those needs;

(4) assess the degree to which existing adult education programs are meeting the needs of adults who lack the basic skills to function in society, and publish the results;

(5) conduct whatever hearings, studies, or other factfinding activities are needed to enable the National Advisory Council to carry out its functions; and

(6) conduct independent evaluations of programs conducted under this Act and publish the results.

(c) Notwithstanding any other provision of law, the National Advisory Council may accept and use gifts if their acceptance and use will better enable the National Advisory Council to carry out its functions under this section.

GENERAL EDUCATION PROVISIONS APPLICABILITY

SEC. 108. Only the following sections of the General Education Provisions Act shall apply to programs conducted under this Act: Sections 412 (a) and (b), 415, 416, 417, 420, 422(a) (1) and (2), 426(a), 431, 432, 433, 437, 438, 439, 440, 451, 452, 454, 455, and 456.

TITLE II—STATE PROGRAMS

USE OF FUNDS

SEC. 201. (a) The Secretary, in accordance with the amount allotted to each State under section 103, shall make grants to the States for the purposes of (1) establishing, expanding, and improving vocational education programs, proj-

ects, services, and activities in accordance with parts A and B, and (2) supporting adult education programs in accordance with part C.

(b)(1) Each State shall use the amount granted under subsection (a) to carry out programs, projects, services, and activities authorized by this title in accordance with paragraphs (2) and (3).

(2) First, the State may set aside that portion of the amount granted under subsection (a) required for the State's administration of the programs, projects, services, and activities described in its proposed use report.

(3) From the remainder of the funds granted to the State in each fiscal year, the State shall use—

(A) not less than 30 per centum to carry out programs, projects, services, and activities authorized by part A;

(B) not less than 30 per centum to carry out programs, projects, services, and activities authorized by part B; and

(C) not less than 13 per centum to carry out programs, projects, services, and activities authorized by part C.

(c) A State may use funds reserved under subsection (b)(3) to pay not to exceed 50 per centum of the cost of an eligible recipient's administration of programs, projects, serv-

ices, and activities described in its approved annual application.

(d) A State may use funds granted under subsection (a) to pay for the cost of any State or local advisory council which assists the planning, implementation, or evaluation of a program, project, service, or activity under this Act.

(e) A State may not use funds granted under subsection (a) to pay the cost of stipends or construction.

ELIGIBLE RECIPIENTS

SEC. 202. (a) A State may use the funds received under section 201 directly, or to make grants to or enter into contracts with eligible recipients, for the purpose of carrying out programs, projects, services, and activities authorized by this title.

(b) A State may prescribe the manner in which grants and contracts are made to eligible recipients and may prescribe whatever terms, consistent with Federal requirements, are reasonable and necessary for the proper and efficient administration of programs, projects, services, and activities authorized by this title.

PART A—ECONOMIC DEVELOPMENT AND SKILLED WORK FORCE TRAINING

STATEMENT OF PURPOSE; OBJECTIVES

SEC. 211. (a) It is the purpose of this part to assist States to provide vocational education programs, projects,

services, and activities that foster State and local economic development by training persons including displaced workers in the occupational skills needed by business and industry.

(b) Skilled work force training conducted under this part must correspond to current State or local economic needs or plans that are specifically described in the proposed use report submitted under section 104.

AUTHORIZED ACTIVITIES

SEC. 212. (a) In order to achieve the purposes of this part, a State shall use the amount reserved for this part in accordance with section 201(b)(3)(A) for—

(1) retraining persons whose jobs have been lost, or jeopardized by technological or economic change, for occupations in which there is a current or projected shortage of workers;

(2) training for skilled occupations needed to revitalize businesses and industries that are essential to State or local economic well-being;

(3) training for skilled occupations which are needed to attract or otherwise promote the entry of new businesses and industries into the State or community within the State;

(4) conducting applied research and developing information for dissemination to the public on occupational skills in emerging or rapidly changing trades, crafts,

businesses, and industries, including activities carried out in cooperation with the National or State Occupational Information Coordinating Committee;

(5) developing new curricula or innovative pilot programs for emerging or rapidly changing trades, crafts, businesses, and industries;

(6) providing vocational education for individuals who are out of school, unemployed, and who live in an economically depressed area;

(7) training or retraining vocational education instructors (through exchange programs between business or industry and the school where feasible);

(8) improving the quality of vocational educational courses leading to the development of a skilled work force through the acquisition or replacement of equipment;

(9) providing training in entrepreneurship and the skills necessary for entrepreneurship; and

(10) providing any vocational education program, project, service, and activity that promotes the purposes of this part.

The State may use the amounts so reserved for one or more of the activities described in clauses (1) through (10) of this subsection.

(b) Each State and eligible recipient shall give special consideration to the needs of persons described in subsection (a)(1) by using its best efforts to recruit those persons for participation in the programs, projects, services, and activities supported with funds under this subpart.

PART B—STRENGTHENING STATE AND LOCAL SYSTEMS OF VOCATIONAL EDUCATION

STATEMENT OF PURPOSE

SEC. 221. It is the purpose of this part to strengthen State and local systems of vocational education so that all persons (including educationally disadvantaged persons, handicapped persons, regardless of sex, and persons with limited English proficiency) can participate in vocational education programs that are designed to provide needed job skills and foster economic development.

AUTHORIZED ACTIVITIES

SEC. 222. (a) In using funds reserved for this part in accordance with section 201(b)(3)(B) each State shall (1) use no less than fifteen per centum to meet the special needs of handicapped persons, and (2) give careful consideration to the special needs of educationally disadvantaged individuals and individuals with limited English proficiency.

(b) In order to achieve the purposes of this part, a State shall use the amount reserved for this part (in accordance with subsection (a)) for—

(1) strengthening State and local vocational education systems by promoting the active participation of representatives from business, industry, labor, finance, and agriculture in vocational education, through joint training programs and shared facilities;

(2) providing necessary support services (except stipends) for vocational education students, including students preparing to obtain employment in occupations traditionally associated with members of the opposite sex, current or former homemakers seeking employment, and single heads of households who lack adequate job skills;

(3) providing programs, projects, services, and activities designed to reduce sex stereotyping and sex bias in vocational education, including the support of personnel to assist the State in achieving sex equity in all its vocational education programs;

(4) providing cooperative vocational education programs involving agreements between schools and employers;

(5) providing work-study programs which address the vocational education needs of economically disadvantaged students;

(6) providing remedial instruction in basic skills for students who need it to benefit from vocational in-

struction and obtain employment, but who are not eligible to be served under part C;

(7) providing new training courses for adults who wish to improve current occupational skills or who wish to develop skills for new careers;

(8) strengthening secondary and postsecondary programs and projects to provide high-quality instruction in new or developing trades, crafts, or occupations that are technologically demanding;

(9) improving the quality of vocational education in the most economical manner possible through the acquisition or replacement of equipment and necessary minor remodeling of vocational education facilities;

(10) providing programs for the occupation of homemaking (consumer and homemaking education);

(11) providing programs of industrial arts and prevocational guidance;

(12) providing support to vocational student organizations that are an integral part of a vocational education program;

(13) providing career guidance, counseling, placement, and followup services;

(14) providing vocational education programs, projects, services, and activities that will benefit incarcerated individuals nearing release; and

(15) providing any vocational education program, project, service, and activity that meets the purposes of this part.

The State may use the amounts so reserved for one or more of the activities described in clauses (1) through (15) of this subsection.

PART C—ADULT BASIC EDUCATION

STATEMENT OF PURPOSE

SEC. 231. It is the purpose of this part to expand educational opportunities for adults as well as to encourage the establishment of adult education programs that will enable adults to acquire basic skills needed to function in society and continue their education to at least the level of completion of secondary school.

AUTHORIZED ACTIVITIES

SEC. 232. (a) In order to achieve the purposes of this part, a State shall use the amount reserved for this part in accordance with section 201(b)(3)(C) for—

(1) supporting adult education programs, projects, services, and activities for adults, including adult immigrants or adults with limited English proficiency, whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to obtain or retain employment that is commensurate with their real ability;

(2) providing adult education programs, projects, services, and activities for institutionalized adults;

(3) providing adult education programs, projects, services, and activities for adults in rural or urban areas with high rates of unemployment;

(4) supporting adult education programs which lead to a certificate of equivalency to graduation from a secondary school;

(5) developing, demonstrating, evaluating, and disseminating innovative adult education practices and methods;

(6) training individuals to provide adult education; or

(7) providing any other adult education program, project, service, or activity that meets the purpose of this part.

The State may use the amounts so reserved for one or more of the activities described in clauses (1) through (7) of this subsection.

(b) In using funds reserved for this part, each State shall give careful consideration to the needs of individuals described in subsection (a)(1), and shall use its best efforts to recruit such individuals for participation in the programs, projects, services, and activities supported with funds under this part.

TITLE III—NATIONAL PROGRAMS

USE OF FUNDS

SEC. 301. The Secretary shall use funds reserved under section 102 to support one or more of the programs, projects, services, or activities authorized by sections 302, 303, 304, and 305. In any fiscal year the Secretary may use funds so reserved for particular types of programs, projects, services, or activities authorized by this title.

RESEARCH

SEC. 302. (a) The Secretary may support directly, or by way of grants to, or contracts or cooperative agreements with, public or private institutions, agencies or organizations—

(1) research and development activities on problems of national significance in vocational and adult education;

(2) studies addressing national problems, such as defense preparedness, that are caused by shortages of skilled workers;

(3) the collection and dissemination of information on research and program improvement activities in vocational and adult education;

(4) the collection of information to facilitate national planning and policy development in vocational and adult education; and

(5) the development of State and local leadership resources in vocational and adult education.

The Secretary may use the assistance provided under this subsection for one or more of the activities described in clauses (1) through (5) of this subsection.

(b) The Secretary may support a National Center for Research in Vocational and Adult Education to conduct one or more of the activities authorized under subsection (a).

PROGRAMS FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

SEC. 303. (a) The Secretary may, upon the request of any Indian tribe that is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act entitled "An Act authorizing the Secretary of the Interior to arrange with States or territories for the education, medical attention, relief of distress, and social welfare of Indians, and for other purposes", approved April 16, 1934 (48 Stat. 596; 25 U.S.C. 452–457), make one or more grants, contracts, or cooperative agreements with a tribal organization of that Indian tribe to plan, conduct, and administer vocational and adult education programs, projects, services, and activities that are authorized by title II of this Act and are consistent with tribal economic development plans.

(b) The Secretary shall review applications and award funds under subsection (a) on a competitive basis.

OCCUPATIONAL INFORMATION DATA SYSTEM

SEC. 304. The Secretary may provide financial and technical assistance to support the National Occupational Information Coordinating Committee established under section 464 of the Job Partnership Training Act.

PROGRAM IMPROVEMENT FOR MEETING NATIONAL SKILLED WORK FORCE NEEDS

SEC. 305. The Secretary may support directly, or through grants, contracts, or cooperative agreements to public or private agencies, institutions, or organizations—

(1) the development, demonstration, evaluation, validation, and dissemination of exemplary job training programs and projects for persons whose jobs have been lost or jeopardized by technological or economic change;

(2) the development and demonstration of programs and projects designed to reduce sex stereotyping and sex bias in vocational education;

(3) the development, demonstration, evaluation, and dissemination of skilled work force training programs and projects (including the curricula for such programs or projects) for rapidly changing occupations or occupations necessary for economic development;

(4) the development and demonstration of collaborative vocational and adult education programs and projects that combine the resources of business, industry, labor, education, finance, agriculture and employment and training programs;

(5) the development of vocational education programs and projects that incorporate the principles of entrepreneurship;

(6) the development, demonstration, and evaluation of programs and projects designed to train or retrain vocational education instructors through exchanges between business or industry and the schools;

(7) the development, demonstration, and evaluation of programs or projects designed to expand the use of volunteers in providing vocational and adult education;

(8) the improvement of rural vocational and adult education and rural family education;

(9) special training programs and projects designed to address critical shortages of skilled manpower which the Nation requires;

(10) joint planning and coordination of programs and activities supported under this Act (or other laws that affect vocational and adult education and employment and training programs such as the Job Training

Partnership Act) with other Federal departments and agencies as well as representatives of business and industry, labor unions, and education and training organizations; and

(11) other programs or projects, including technical assistance and training, that are consistent with the purposes of this Act, and designed to support the efforts of States to improve the overall quality of the vocational and adult education the States provide.

The Secretary may use the assistance provided under this subsection for one or more of the activities described in clauses (1) through (10) of this subsection.

TITLE IV—MISCELLANEOUS PROVISIONS

CONFORMING AMENDMENTS

SEC. 401. (a)(1) Section 4(14) of the Job Training Partnership Act (Public Law 97–300) (hereafter in this section referred to as "the Act") is amended to read as follows:

"(14) The term 'local educational agency' means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution having administrative control and direction of a vocational education program.";

(2) Section 4(23) of the Act is amended to read as follows:

"(23) The term 'State educational agency' means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.".

(3) Section 4(28) of the Act is amended by striking out "section 195(1) of the Vocational Education Act of 1963." and inserting in lieu thereof "section 3(11) of the Vocational and Adult Education Consolidation Act of 1983.".

(b)(1) Section 122(a)(8) of the Act is repealed.

(2) Section 122(b)(7) of the Act is amended—

(A) by striking out "(A)" and the word "and" at the end of subclause (A); and

(B) by striking out subclause (B).

(3) Section 125(b)(1) of the Act is amended by striking out "the Vocational Education Act of 1963," and inserting in lieu thereof "the Vocational and Adult Education Consolidation Act of 1983,".

(c) Section 427(a)(1) of the Act is amended by striking out "section 104(a)(1) of the Vocational Education Act of 1963" and inserting in lieu thereof "section 104(a) of the Vocational and Adult Education Consolidation Act of 1983".

(d)(1) Section 461(c) of the Act is amended by striking out "the Vocational Education Act of 1963" and inserting in lieu thereof "the Vocational and Adult Education Consolidation Act of 1983".

(2) Section 463(a) of the Act is amended by striking out "under section 161(b) of the Vocational Education Act of 1963," and inserting in lieu thereof "under section 464 of this Act,".

(3) Section 464(a) of the Act is amended to read as follows:

"(a)(1) There is established a National Occupational Information Coordinating Committee (hereafter in this section referred to as 'the Committee') which shall serve as the successor to the entity previously established under section 161(b) of the Vocational Education Act of 1963. Membership of the Committee shall include the Assistant Secretary of Education for Vocational and Adult Education, the Administrator of the National Center for Education Statistics, the Commissioner of Labor Statistics, the Assistant Secretary of Labor for Employment and Training, the Assistant Secretary of Commerce for Economic Development, and the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics.

"(2) Of the amounts available for this part for each fiscal year, not more than $5,000,000 is authorized to be reserved

for the Committee. Not less than 75 per centum of the funds transferred by the Secretary to the Committee shall be used to support State Occupational Information Coordinating Committees and other organizational units designated under section 125 for carrying out State labor market information programs.".

(4) Section 464(b) of the Act is amended by striking out "In addition to its responsibilities under the Vocational Education Act of 1963, the National Occupational Information Coordinating Committee", and inserting in lieu thereof "In addition to any responsibilities that the Secretary of Education may impose on the Committee under the Vocational and Adult Education Consolidation Act of 1983, the Committee".

(5) Section 464(c) of the Act is amended by striking out "the National Occupational Information Coordinating Committee under this Act, under section 161 of the Vocational Education Act of 1963," and inserting in lieu thereof "the Committee under this Act, under section 304 of the Vocational and Adult Education Consolidation Act of 1983,".

(e)(1) Section 472(a) of the Act is amended by striking out "the National Advisory Council of Vocational Education (established under section 162 of the Vocational Education Act of 1963)." and inserting in lieu thereof "the National Advisory Council on Vocational and Adult Education (estab-

lished under section 107 of the Vocational and Adult Education Consolidation Act of 1983).".

(2) Section 473(7) of the Act is amended—

(A) by inserting the words "and Adult" after the phrase "National Advisory Council on Vocational" wherever it appears; and

(B) in subclause (B) by striking out "section 162 of the Vocational Education Act of 1963" and inserting in lieu thereof "section 107 of the Vocational and Adult Education Consolidation Act of 1983".

REPEALS

SEC. 402. (a) The Adult Education Act (except section 316 thereof) and the Vocational Education Act of 1963 are hereby repealed.

(b) Funds appropriated for use during fiscal year 1983 or 1984 under the Acts in subsection (a) that are not obligated by July 1, 1984, by a State or other recipient shall remain available for obligation in accordance with the requirements of this Act.

(c) In order to effect a smooth transition to the consolidated program authorized in this Act, the Secretary may, prior to the effective date of this Act, promulgate regulations, establish dates for the receipt of proposed use reports under section 104, and take other actions he deems necessary.

EFFECTIVE DATE

SEC. 403. This Act shall take effect July 1, 1984.

Mr. BOUCHER. We are pleased to welcome the Secretary of Education, the Honorable Terrel Bell, this morning. He will speak on behalf of the administration's proposals and we'll be glad to hear from you at this time.

STATEMENT OF HON. T. H. BELL, SECRETARY OF EDUCATION

Secretary BELL. Thank you, Mr. Chairman, and I appreciate Congressman Erlenborn's comments, and I appreciate his and Congressman Packard's and Congressman Nielson's sponsorship of this legislation.

With the chairman's permission, I shall submit my statement for the record and just make a few brief comments and then be available for questioning.

Mr. BOUCHER. Without objection, the statement will be made a part of the record.

[The prepared statement of T. H. Bell follows:]

PREPARED STATEMENT OF T. H. BELL, SECRETARY OF EDUCATION

Mr. Chairman and Members of the Subcommittee: I am pleased to be here today to testify in support of H.R. 2940, the Vocational and Adult Education Consolidation Act, introduced by Representatives Erlenborn, Packard, and Nielson. This outstanding legislative proposal was developed through the cooperative efforts of members of Congress, the Administration, and the education community. I regret that, because of a scheduling conflict, Senator Orrin G. Hatch cannot be here today to discuss S. 1039, the companion measure that he has introduced in the Senate. Senator Hatch and his staff have been extremely helpful to us in the development of this legislation.

Mr. Chairman, the bill that I am today urging you to enact is very similar to the vocational and adult education consolidation proposal put forward by the Administration last year. This proposal, however, incorporates several important changes that reflect concerns raised during last year's hearings, as well as ideas presented to us in meetings with members of Congress and representatives of education associations. Our bill is designed to accomplish four major objectives:

(1) Consolidation of the existing vocational and adult education categorical programs into a single, flexible program of grants to the States;

(2) Simplification and reduction of administrative burden at all levels of government, so that States can use more of their Federal dollars to provide educational services to students;

(3) Enhancement of the role of vocational and adult education in assisting local, State, and national economic development; and

(4) Refocusing the Federal role to concentrate on research, development, dissemination, demonstration, and other national leadership activities rather than on intervention in educational decision-making at the State or local levels.

Accomplishment of these objectives will result in a strengthened system of vocational and adult education—a system better equipped to contribute to economic development, to more productive utilization of the national workforce, and to increased adult literacy.

Let me describe for you how the bill would accomplish these objectives. Part A sets forth a set of procedures and requirements that would apply to programs administered under the Act. These provisions would replace the vastly more complicated rules established under the current Vocational Education Act as well as those procedures included in the Adult Education Act. I am sure that the subcommittee is aware of the many complaints that State and local administrators have expressed about the administrative requirements included in the Vocational Education Act when the Act was last reauthorized in 1976. The data collections required under VEDs; the requirement that all States establish planning committees and hold a certain number of meetings in the course of completing lengthy five-year plans; the equally burdensome requirements for annual programs plans, accountability reports, and evaluations—these are only some of the provisions that have caused many problems for program administrators and have caused the Act to lose sight of its original focus on assisting in the training of a skilled and literate workforce.

We would replace all of the existing red tape with a few simple requirements. Consistent with the Administration's other consolidation bills, each State would be required to submit an annual Proposed Use Report. In this report, the State would describe its goals for vocational and adult education, the characteristics of individuals to be served, how Federal funds would be used to achieve the purposes of the Act, how those funds would be distributed, and the anticipated results. In addition, the State would have to include four other descriptions and seven assurances. In subsequent years the report would include an assessment of what was accomplished with Federal funds expended in the most recently completed program year. This short, simple report would replace all of the plans, evaluations, and reports mandated under current law.

Part A of the bill also improves the State allocation formula by adding an unemployment factor and by removing certain constraints, hold-harmless provisions, and other factors. Finally, Part A provides for State audits, an annual Secretary's report to Congress, the operation of a National Advisory Council on Vocational and Adult Education, and the applicability of certain GEPA provisions.

Part B authorizes State programs, for which at least 95 percent of funds appropriated under the Act would be used. Essentially, State activities under Part B would be subject to only four simple expenditure requirements:

Each State would have to use at least 30 percent of its Federal funds for programs and projects related to economic development and skilled workforce training.

An additional 30 percent would have to be used for strengthening State and local systems of vocational education. Of that amount, at least 15 percent would have to be used for meeting the special needs of the handicapped.

Finally, each State would have to use at least 13 percent of its Federal funds for adult basic education.

These four rules would replace the long list of categories, special set-asides, and other expenditure requirements in the current laws. For the first time, the Federal vocational education program would earmark funds specifically for economic development. States could use the money, for instance, to retrain displaced workers, to provide training needed for new businesses and industries, or to train out-of-school unemployed youth. The funding for strengthening the vocational education system could be used for such important activiities as cooperative education, sex equity programs, special services for the disadvantaged and limited English proficient, and improvement of vocational education equipment and facilities. The most important objective of the adult education section would be the teaching of basic skills to those adults whose inability to understand, speak, read, or write the English language constitutes a substantial impairment of their ability to obtain or retain employment commensurate with their real potential.

While this bill would leave to the States decisions about how programs are administered, we anticipate that placing the vocational and adult education programs within a single piece of legislation will encourage greater coordination between these two activities. Students who lack basic skills will often progress more rapidly in their academic studies if their educational program includes an applied or vocational component. Similarly, some vocational students are weak in academic skills and their success in the world of work will be enhanced if they receive basic skills instruction.

I would like to describe very briefly Part C of the bill, which authorizes National Programs. These programs would include research (such as support of a National Center for Research in Vocational and Adult Education), Indian programs, the National Occupational Information Coordinating Committee, and a variety of demonstration, development, evaluation, and dissemination activities designed to enhance the value of vocational and adult education as national resources critical to economic development. These activities would build on current Department initiatives in such areas as corrections education, cooperation with the private sector, and training to meet the needs of the defense industrial base.

Mr. Chairman, the Department put forward its original vocational and adult education proposal slightly over a year ago. During the last Congress, neither the House nor Senate took action on any vocational or adult education reauthorization legislation. During the last few months we have met with some 30 to 35 interest groups, as well as with Congressmen, Senators, and their staffs, to discuss what changes might be made in our bill. While we believed that last year's bill was an excellent legislative proposal, we were willing to listen to outside suggestions and we are willing to make some of the recommended changes.

We were asked to include a set-aside for the handicapped, in order to assure that handicapped individuals receive equal opportunity for participation in vocational education. We agreed to this change. We were asked to include an authorization of

appropriations for "such sums as may be necessary" rather the level prescribed in our budget request. We agreed to that change. We were asked to include more emphasis on sex equity activities, including programs for displaced homemakers. We agreed to that change as well. We also agreed to permit funding for day care and for the operation of State and local advisory councils. The Administration has clearly shown that it is willing to listen to outside advice, and I believe that this bill has improved as a result. Many of the groups that we have talked with agree, and they are enthusiastic about this proposal. Now it is time for the Congress to act.

Mr. Chairman, enactment of H.R. 2940 would result in a streamlined, simplified vocational and adult education program that is more closely aligned than the current programs to the educational and economic needs of the Nation. I strongly urge its enactment.

Dr. Worthington and I are now ready to answer your questions.

Secretary BELL. The consolidation of the adult education and vocational education acts into one piece of legislation is a very significant move. We have learned from our experiences in education that adult illiterates need motivation and they need a purpose, a very finite purpose, a very practical purpose, for studying the basics of reading and mathematics. We have learned that adult students who are marginal in their literacy have, through the years, been turned off by their academic experiences, and so they need to have an opportunity to be turned back on, so to speak.

So, we think that there's a good rationale and a solid educational reason for bringing the major purposes of these two acts together in one piece of legislation.

When I say that, I should emphasize that the set-aside for adult education that is in our bill assures that the proportion of money reserved and available for adult basic education will be preserved, notwithstanding the consolidation provisions. In fact, our calculations of this year's funding levels for adult education and vocational education would indicate that if this act were in effect now there would be an increase in the adult education funds to at least $101 million from the current appropriation of $86.4 million.

Many categorical set-asides in the current vocational education law have caused some difficulty in harmonizing the State and local appropriations which have their own categorical set-asides with the Federal. This new act would streamline these procedures, permit wider discretion to State boards for vocational education, and other governing entities, and would make it easier to harmonize the use of State and local funds.

At the same time, the legislation emphasizes the high priority for vocational education which we think will be strengthened through the legislation. For example, there's a formula weighting given for unemployment in the bill sponsored by Mr. Erlenborn and also by Congressmen Packard and Nielson.

There's also some discretion in the consolidation for deployment of funds with up to 27 percent of the funds available to meet needs as they might vary from one State to another. So, if you had a higher demand for adult education and the State was funding vocational education quite heavily, there would be this discretion in the funding set-asides.

I'd emphasize that there will be much less paperwork once this legislation is enacted, and this in itself would be very, very helpful.

A concession that we made that was a problem with the bill when we were discussing it a year ago, is that we would no longer seek to limit the authorization to $500 million; instead, we would

call attention to the fact that now it is to be such sums as are necessary. Those that were objecting to our limitation of the size of the authorization should welcome that change.

We have added a set-aside for the handicapped, which was another area in the previous version of the bill that was drawing some concerns.

I should conclude my remarks by pointing out that my colleagues at OMB and at the White House have expressed a keen interest in getting the philosophy of this legislation enacted, if at all possible, and we'd be willing to discuss other problems in the legislation or other changes or compromises or adjustments that need to be made. We want to be responsive to those concerns.

So, those are the comments, Mr. Chairman, that I have. I'd like to introduce Dr. Robert Worthington, who is Assistant Secretary for Vocational and Adult Education in the Department of Education. He's had a long and impressive background and experience in these areas and he will assist me in responding to questions you might have.

Thank you very much.

Mr. BOUCHER. Thank you, Mr. Secretary. We appreciate your being with us this morning.

The President's budget for fiscal year 1984 cuts vocational and adult education funding by roughly 39 percent while proposing the placement of vocational education and adult education programs in a block grant. How do you, Mr. Secretary, justify this type of funding cut when our needs for basic training and retraining are so great today?

Secretary BELL. We would call attention to the other funding in our total budget that relates to the purposes of this act in responding to that very insightful question.

First of all, we were struggling with the enormous deficit that we're all worrying about. We looked at our other needs, and I had to put together a budget within an allowance that we had, in the vicinity of around $13 billion. If I had had a budget allowance in the amount of this year's appropriation, it would have been easier.

But in addition to that, we see in the new Job Training Partnership Act legislation a set-aside and some opportunities, especially for our community colleges, to compete for some of that funding. In light of the problems that we're having getting the budget balanced, we felt that some of the reduction could be picked up there.

Then I'd also emphasize that another key element in vocational training is to have on-the-job experience, which we think is very practical. We recommended a 60-percent increase in our work-study program, knowing that many post-secondary institutions and post secondary vo-tech type institutions have been successfully placing students in work-study experiences that also further their vocational aims.

And so all of those items were taken into consideration as we took a look at the total budget that we presented to the Congress.

Mr. BOUCHER. Let me ask a question or two concerning the proposal to channel funds to the States in block grants and to combine the Vocational Education Act with adult education programs.

It's my understanding that the Vocational Education Act and the Adult Education Act have very different purposes and that they

are often administered by different agencies at both the State and local levels. That being the case, why are you proposing now to mesh these two programs?

Secretary BELL. We feel that, as I indicated in my opening remarks, there's a certain amount of harmony between the two programs. We think it's expressed to some extent by the fact that 15 States now administer vocational and adult education together under the same administrative officer.

I very sincerely believe that if the Adult Education Act focuses on the vocational needs of adult illiterates, on the applied aspects of their academic pursuits, as can be done in vocational education facilities, this would help to further the effectiveness of the adults' learning.

For example, take a student who's functionally illiterate who is very, very limited in reading and mathematics capacity, who's studying to be a machinist or a welder, or is studying in one of the construction trades. There is a requirement there for some reading and there's a requirement there for some use of mathematics, and we think that by harmonizing these two purposes that we can actually enhance both.

On the other hand, I'd say, Mr. Chairman, that if some States feel a need to administer the programs separately, they could simply take their set-aside funds and give them to a separate adult education administrator on the State level and operate the programs separately. There'd have to be some coordination in reporting. But the reporting requirements of our bill are very minimal.

But based upon my experience on the State level in both elementary-secondary, and higher education, if I were the chief State school officer managing this legislation, I could easily do it and have separate administrations. So, we don't think it's a serious problem. Others may view it differently and we've heard some opinions similar to those that were expressed in your question.

Mr. BOUCHER. Earlier this year the White House submitted a proposals to Congress calling for the creation of several mega block grants. One of those would include vocational education and other education programs.

Now, if your aim, ultimately, is this larger type of consolidation, why are you now proposing that vocational education and adult education be created in a special block grant?

Secretary BELL. Those programs are included under the new federalism proposals that the President made, and they would devolve to the States authority to levy some taxes to pick up the funding for these programs. That proposal would phase in over a period of years, during which time the States would have an option as to whether they receive funding for the Federal programs or whether they move to the federalism proposal and receive Federal funds but would not remain in the programs.

And the Federal Government would ultimately return the sources of taxation.

As I remember that proposal, it's phased in over, I think, a period of 7 years. We felt that during the interim time, we could make some improvements by having this legislation passed, and so we felt, notwithstanding the President's proposal, that we ought to have this legislation during that interim period. This assumes that

all of the new federalism proposals, including vocational education would be enacted.

And, of course, we're not certain of that. We're hopeful of it. So, that's the reason that we felt that the new federalism proposal notwithstanding, we ought to come forward with this legislation, since the old legislation is expiring.

Mr. BOUCHER. Your block grant proposes to remove the requirement of separate funding for home economics. Now, if that proposal is adopted, what do you think is going to have to home economics programs, and why are you making that proposal today?

Secretary BELL. I think that if you have faith in the State education authorities to meet the needs of all students, including those that are studying home economics, if you believe that home economics is a priority subject, which I believe it is, and if you recognize that the prime responsibility is with the States anyway, we think it makes sense not to have a set-aside, a mandated set-aside, for home economics.

This question gets to the very heart of the legislation and that's whether Congress ought to prescribe certain amounts that have to be spent on certain categorical purposes, or if Congress will, in effect, delegate that responsibility to the States, which is an act of confidence that I think is fully justified.

Another problem that relates to Federal legislation in general is that if we specify a certain amount that has to be spent in quite a restricted categorical area like home economics, and some of the States have already been fully funding that area, they have to spend this money on top of their own money or they have to refuse to accept it. Under our proposal they would have discretion to utilize this money where there's a higher priority for it, and so we think that the Federal money would be more effectively utilized in the long haul.

Let me conclude this quite lengthy response, Mr. Chairman, by emphasizing to the committee that I think home economics education is a very high priority in American education. I think the need to strengthen the home, as reflected in all of the problems that we're having nowadays with children and teaching and learning, indicates that we shouldn't put any less emphasis upon home economics education. The fact that we put it in the block grant and advocate that there not be a set-aside, shouldn't be interpreted as giving this a low priority in our minds.

It's more an expression of our confidence in the States to meet those needs.

Mr. BOUCHER. I'm concerned about the provision in your bill which would eliminate the requirement for sex equity coordinators in the schools. Prior to 1976, when the law was amended to require that sex equity coordinators be provided, the States had a rather poor record in terms of sex stereotyping and sex discrimination in vocational education programs.

Now, since your legislation will eliminate the requirement that those coordinators be provided, what do you think the response is going to be in the States, and don't you share my concern that perhaps there will be some backsliding and that we will see a return to some of that stereotyping and sex discrimination?

Secretary BELL. We've come a long way since title IX was passed and for the Federal Government to mandate to the States as a condition for their receiving Federal financial assistance that they have a specific person with a specific title and responsibility would at this point, we believe, go further than we ought to go in the shared responsibility that the Federal Government has with the State and local education entities.

I think that at the time that the VEA amendments were passed, with the stereotyping that was going on in vocational education, that this restrictive language was necessary. We think we have reached a point where we don't need to mandate it. But that shouldn't minimize the necessity for concern here. It's our feeling that we shouldn't be specifying positions as the existing legislation does, but again, this shouldn't be interpreted as a lack of concern that sex stereotyping continue.

If students felt that they were being discriminated against or neglected in any way in having equal opportunity and equal access in the curriculum, they would still have their opportunity to file a complaint. We have 10 regional offices of our Office of Civil Rights, and under the law we're required, and under a court order, the Adams court order, we're required to investigate within certain timeframes any complaints that anyone might have in that regard.

I emphasize that, Mr. Chairman, to indicate that we wouldn't just walk off and leave this concern. We'd have this other backup consideration.

Mr. BOUCHER. Thank you, Mr. Secretary.

Mr. Erlenborn?

Mr. ERLENBORN. Thank you, Mr. Chairman, and thank you for your statement, Mr. Secretary.

I'm pleased to have the opportunity of introducing this bill, as I said earlier, for the administration. I would point out, however, in case your shop down there at the Education Department hadn't caught it, that we made one change before we introduced the bill, and that was to make section 431 of GEPA applicable. That's the congressional review provision. And I just thought you'd be interested to know that we had done that.

Secretary BELL. Yes.

Mr. Erlenborn, that hasn't gone unnoticed and I know that we cross over party lines and we line up executive versus the legislative branch on that. We're still huddling to try to decide what to do with that, especially when our very good friend, John Erlenborn, is the sponsor of our legislation. If you wanted to put us on the spot, that's precisely what you've done. We're still wondering what to do with it.

I've thought about coming up and talking you out of it and since I've had conversations with you on this I didn't think that would be very productive.

So, it does put us on the spot, Mr. Erlenborn. And I'm talking with my colleagues in the administration about it right now.

Mr. ERLENBORN. Mr. Secretary, I'm not suggesting that you could change my mind, but you are right in noting that this is not a partisan issue, that it seems to break down legislative versus executive. I would just point out that our good friend, Gerry Ford, when he was a Member of Congress, was very strongly in favor of what

we referred to then as the congressional veto. He changed his position when he became President.

So, I'm just suggesting that I'm not totally lost to you. [Laughter.]

Secretary BELL. Yes. I think that in this town where you stand depends upon where you sit, as someone else said one time. [Laughter.]

Mr. ERLENBORN. Mr. Secretary, I'm a little concerned and I'd like to have your comments about the coordination of adult education and vocational education with the Job Training Partnership Act. Can you tell me how you envision the coordination?

Secretary BELL. Yes.

Mr. ERLENBORN. Before you answer the question, my comment is based on my belief that we did a creditable job last year in coordinating our legislative efforts relative to JTPA with the voc-ed community.

Secretary BELL. Yes.

Mr. ERLENBORN. And I had the impression that the voc-ed community was quite pleased with the outcome in JTPA. I just want to make certain that that coordinating effort is not in any way jeopardized with this legislation.

Secretary BELL. Yes. At my invitation, Secretary Donovan and Mr. Angrisani, who's the Assistant Secretary responsible for the Job Training Partnership Act program, met in my office with Dr. Worthington and me, and we discussed ways that we can work together. We haven't committed anything in writing on that but we've talked about a cooperative effort. I don't know whether some kind of a written understanding is going to be necessary or not. But we've been reaching out to Labor and expressing our desire for coordination, and it might be that we need to review that further and press it.

I wish I could sit here and tell you that we have a good, smooth, totally coordinated working relationship there. But that would be stretching it a bit. We've had the one meeting and possibly we should have more, and maybe I've been negligent in that.

But you call attention to, I think, a very serious problem because both laws have to do with preparation of people for work and there's never been a time, I don't think, when that's been a higher priority than right now.

Mr. ERLENBORN. Some of the criticisms that I've heard directed at this approach, and other comments, lead me to believe that often people will look at a piece of legislation like this and view it almost in a vacuum, as though it were the only effort being made and should, therefore, include all of the elements. I'm just suggesting that when we do address legislatively these voc-ed programs and adult education programs legislatively that we remember there are other existing programs for delivering the same or similar services, and I do hope that they will be well coordinated.

As to the funding for education generally, the chairman, in his first question, I believe, asked you why the administration was reducing funding.

I want to compliment you on your success within the administration in coming up with the level of funding for education generally that you have. I know from conversations with you earlier that

that was not an easy task. Can you tell this committee what sort of outyear funding levels you were facing when you began that process?

We sometimes forget that our—the President's budget and the congressional budget both deal not only with the current year, but outyear projections as well that are somewhat meant as guidance for you.

Secretary BELL. Yes.

Mr. ERLENBORN. What level of funding in the outyears did you have to work with?

Secretary BELL. Well, as I respond to this, Mr. Erlenborn, I don't want to cast my very good colleague, Dave Stockman, in any kind of a villain role here, because he's a splendid man and he's doing a very outstanding job. He's wrestling with these $200 billion deficits, and so he has to worry about the entire Government's budget. My worry is about education and he knows that I have a bias about education.

So, I say that as a prelude in response to your question. At a Cabinet meeting earlier this week we reviewed the budget again and all of us, I think, need to be worried about these enormous deficits. They are just simply a serious, a very serious, problem.

But the budget proposal that we had 1 year ago—the budget allowance that we had from OMB—was at the outset $10½ billion. And the opening figure this year in discussing where we would go was down to $9 billion. And as I say, I'm sure that Mr. Stockman looks at the total picture and he knows that after his opening proposal we're going to come back with something else. I don't think he was at all surprised when I countered with different numbers than those.

But we were, Mr. Erlenborn, looking at a $9 billion budget allowance at one time. Thanks to the President's high-priority concern for education we did come up with what I felt was a very fine and an adequate budget. If I might just insert a commercial here, I'm deeply concerned about the resolutions up here in the budget deliberations that look thus far like they'll be running the Department of Education appropriation up in excess of $16 billion.

I just don't think that reflects the times and the fact that we're also cutting our taxes July 1. Our taxes will be down 25 percent over 3 years. We feel that in these difficult times an appropriation level of a little over $13 billion, is a good, reasonable budget level.

But, to summarize this long-winded response, we were looking at a $9 billion amount at one time, and the President is not getting enough credit from education groups for the fact that it was his budget. He was very supportive of raising that level up to in excess of $13 billion, because he gives education a very high priority, along with his other concern of getting the deficit under control.

Mr. ERLENBORN. Mr. Secretary, there's a certain amount of responsibility that goes with authority and I'm just going to make an observation now that this Congress, in recent years, has enjoyed the authority without exercising the responsibility. It's a lot of fun to spend money. It's not a lot of fun to pass the tax bills that are necessary to raise the money to make those expenditures.

I'm just flabbergasted that 1 year ago I heard my Democratic friends expressing great concern for a possible $100 billion deficit

in the Federal budget, and this year they blithely add more and more authorizations and greater appropriations in face of a $200 billion deficit. It doesn't seem to bother them whatsoever. So, I am glad to see this continued effort for education, but I think you and I agree that Mr. Stockman is right in having that overview of worrying about our economy generally.

I made a study of I think it was this very program, vocational education, and the increasing authorizations and appropriations for the program over a 10-year period. It certainly made the Congress look good, like we had a great commitment to voc-ed. But the fact was that inflation was running faster than our increases in funding, and so we had all of the fun of increasing funding and sending more money out there, but it was buying, in reality, less and less.

If we don't get this budget under control, I guess the Congress will go merrily on making an effort to satisfy, in the short run, the constituent groups, but in the long run not doing them any favor whatsoever.

Secretary BELL. Right.

Mr. ERLENBORN. I'd like to ask one last question and then turn to my colleagues to get into some searching and difficult questions for you. But the State advisory councils currently receive Federal funding under the Voc-Ed Act, and I understand that under this act that funding will be left to the discretion of the State agency.

Now, a concern. Some pleasure has been expressed by the advisory councils that they were not denied funding, as I recall the bill last year would have done.

But some concern has been expressed that they may lose their autonomy, their freedom, because they would be at the mercy of the State education agency for their funding. Would you answer those concerns?

Secretary BELL. Yes. Dr. Worthington has worked on the State level as the State voc-ed director, and worked with advisory council members, and if I may, I'd like to ask him to comment, and then if you want to pursue me more on it I will respond.

Dr. WORTHINGTON. Yes; I should point out that when I was State director of vocational education in one of the major industrialized States, under the 1963 act, State advisory councils were optional. In my State we had a much stronger advisory council when they were optional, when we chose the persons. The present Federal legislation spells out exactly who will serve on those advisory councils; these are required for the Federal Government to pay for them.

We're presently spending in the range of $94,000 to $200,000 per State for advice, when we believe we can get good advice free. Citizens are honored to be appointed by the State superintendent of public instruction, the State director of vocational education, or the Governor, to give advice. We don't believe that we have to spend $6½ million of taxpayers' money for free advice, and that's what we are, essentially, doing.

Mr. ERLENBORN. Thank you very much. And thank you, Mr. Chairman.

Mr. BOUCHER. Mr. Gunderson?

Mr. GUNDERSON. Thank you, Mr. Chairman. Thank you, Mr. Secretary, for your testimony and your presentation. I wish I had about 3 hours this morning because I don't think there's any more

important area in education right now than vocational education, and no area where I have a greater interest at present.

I will begin by inviting you officially to come to my district sometime and see what we think is one of the best vocational education programs in the country. A couple of weeks ago I had the opportunity to tour all four of my postsecondary systems, and in addition meet with some of my elementary and secondary vocational instructors and administrators, and we truly have a shining example, I think, for the Nation, and would really invite you.

Secretary BELL. Yes.

Mr. GUNDERSON. Based on our present economy, the present unemployment problems, et cetera, what do you see as the greatest need in terms of vocational education in this country?

Secretary BELL. I think that our greatest need right now is to more effectively harmonize the job training opportunities with the emerging new skill demands, as we're seeing such an enormous transition in our society. We need to move more rapidly, I think, to adjust in this regard, and many of our vocational-technical institutions are going to need to employ different staff to meet that.

We know about robotics and lasers and the use of computers in all of this automation that's going on. It's going to take a different set of skills, in many instances. Robots are going to be replacing welders, for example, on the assembly line, and in carrying out other functions, and so I see that as the biggest need. The biggest challenge is for us to respond rapidly enough to the emerging new job patterns, and also to reach the unemployed and the underemployed more effectively than we're now doing, with preparation for which there'll be a high promise for job placement afterward.

Now, I'd say, Mr. Gunderson, that the placement record of the vocational education institutions has been very good. I don't have any data to show that the graduates aren't being placed. But I fear that we may be seeing more of that in the future.

We read about unemployed Ph. D's and people out of our academic institutions, who have preparation in areas for which there isn't employment. My biggest worry is that some problem may begin to afflict our vocational-technical programs. So, I think it's the biggest need we have.

I'd also say, incidentally, that I think that this bill, without all the categorical set-asides, is going to make it possible, on the State and local level, to be more responsive than the old legislation was. If this legislation becomes law or whatever legislation becomes law, we've got to keep in mind that a number of rigid categorical set-asides are going to be tying the hands of those that need more discretion than they've ever had before.

Now, they also have to exercise that discretion, and I worry about that because it requires a changing in faculty, a rewriting of curriculum, and I would say that we have an enormous job in that regard in vocational education.

There's going to need to be more mathematics and more science, and more high-level capacity to read and to interpret than there's ever been before for workers in our society. It's going to require a higher level of general literacy than we've ever had before.

Education is in a time of enormous transition and if we don't scramble we're going to be failing to meet the needs of the people.

Mr. GUNDERSON. I have talked to a number of people in the actual delivery of vocational education today. They have told me in the reauthorization process that if we would not increase any of the present titles, subparts, by $1, but we would create a new title for Federal assistance in the purchase of high-tech equipment for the training in the high-tech area, and any dollars that we spend above and beyond what we've presently spent, would be focused in that area we would fulfill their greatest need. They think we would do the greatest service we could to assist them in meeting the challenge which you've just indicated.

How would you respond, if this committee took such action?

Secretary BELL. I think that that would tie the hands of those that need to make that decision on the local level where the jobs are. I'd emphasize that I know what the need is for equipment and I know how the changing times are making so much of our equipment obsolete. So I agree with those that were telling you that there's an enormous need here.

But to categorize Federal money so you couldn't spend it on other purposes, to staff up and to begin a new program, I think, would be a mistake. We're going to have to have extensive inservice training of our vocational teachers themselves, which is an enormous job. So, I would worry about just hanging on that one priority.

I think to the extent that we can give flexibility and discretion, along with accountability, the better off we're going to be.

Dr. Worthington, would like to respond.

Mr. GUNDERSON. Surely.

Dr. WORTHINGTON. Let me add, Mr. Gunderson, that under our proposal the States could use these funds for equipment if they so desired, or for minor remodeling. This could be done under the economic development provision of our proposal and under the program improvement activity.

Mr. GUNDERSON. Your interpretation is that under both of those block grant sections they are, should we say, vague enough?

Dr. WORTHINGTON. The States could make that decision. If they wish to improve a facility, they could. If they wished to purchase equipment they could.

Mr. GUNDERSON. One of the provisions that is in the present law that apparently you would eliminate is the requirement that no basic grant money can be used to maintain present programs. The money presently has to be used to upgrade or develop new programs, et cetera. It can't be used to continue a program that's already in existence.

Dr. WORTHINGTON. That's not correct.

Mr. GUNDERSON. Do you agree that you would eliminate that requirement under your proposal?

Dr. WORTHINGTON. The problem with that is that the funds for support of programs usually goes into salaries only. Not for program improvement. We feel program improvement and economic development are the real high priorities for vocational education nationally.

Mr. GUNDERSON. But you're eliminating, aren't you, the present requirement that no Federal basic grant money can be used for maintaining present programs?

Dr. WORTHINGTON. That's not correct.

Mr. GUNDERSON. You're eliminating that?

Dr. WORTHINGTON. No.

Mr. GUNDERSON. You know and I know very well what's going on back there in the States and in those local vocational districts. We're not the only ones that have got problems with funding, and frankly, at the property tax level, as vocational education is funded in Wisconsin, they've got a bigger problem than we even do out here.

If we eliminate the requirement that Federal dollars cannot be used for maintenance of present programs, aren't we really saying that instead of what you've said, Mr. Secretary, that Federal dollars ought to be used to direct this development in the high-tech area, aren't we really saying:

Well, that would be nice but we know the real world you're living with back there and we know what you're really going to do is now take this Federal block grant money and just maintain present programs and nothing else?

Dr. WORTHINGTON. I was just out there in the State of Wisconsin last week for a conference on evaluation and accountability. They have one of the best accountability programs in the country.

Wisconsin uses most of their Federal dollars for postsecondary programs. They have a great diversity, as you know, of technical programs. The Federal dollars represent only $1 in $10 of the total expenditure. Nine or ten dollars of State and local money to the $1 of Federal, is really what supports vocational education.

We think that prohibiting the use of funds for program maintenance would improve vocational education.

Mr. GUNDERSON. All statistics indicate at the present time that the average young person graduating this spring and beginning to go into the real professional world is going to face not one but perhaps four different career in their lifetime.

Recognizing that and the need for retraining of adult populations, should we not try to make sure that every State does, frankly, what Wisconsin does and put a much greater emphasis on the adult vocational training than presently exists in this country?

Dr. WORTHINGTON. We believe that, yes, and we recognize that the great increase in enrollments over the next decade will be in the postsecondary and adult areas, with the leveling off of high school age populations. That would be permissible and even encouraged under our legislative proposals.

Mr. GUNDERSON. How is it encouraged?

Dr. WORTHINGTON. It is encouraged through tieing funds to economic development, which is for adults, economic development either for new industries or developing industries, through emphasis on displaced workers in our legislation, those whose job skills have become obsolete, and on retraining. By combining vocational and adult education we'll have the package there to encourage adults, the pool of those who are unskilled and undereducated, to move into higher level education, basic education, and skills training concurrently.

Mr. GUNDERSON. One of the things that we talked about just last week in this committee was the National Commission on Education's report and in that report one of the very strong recommenda-

tions was that the role of the Federal Government ought not be mandates, but it ought to be incentives.

When I look at the reporting requirements that you have in this proposal, I guess it seems to me less than in present law, but it still seems a bit of a mandate and I'm not sure where the incentives are, when you look at block grants. How would you say your proposal for vocational education would fit in with the concept of the Federal Government providing incentives for high-tech, for adult education, some of these things that we're talking about.

Secretary BELL. I think compared to the present bill there would certainly be more incentives. The emphasis upon utilizing these funds for new programs at a time when we're finding enormous demand for them, I think, is more of that type of response.

Now, we could even sharpen the legislation more. I don't think we should but we could put a requirement in here for matching and so on. That would be an incentive-type thing.

Mr. GUNDERSON. Would you support or oppose that?

Secretary BELL. I would oppose that. I think it would cause problems with the States.

I think that to the extent that we can, we ought to motivate the State to do a better job in education by our carrying out our leadership without control at the Federal level, and the report of the National Commission on Excellence was an effort in that regard.

We think we ought to give more comparative information to the States. For example, as Dr. Worthington just pointed out, if you were to ask me who has the outstanding voc-ed programs, I'd have to quickly list your State of Wisconsin with that group. There may be some other areas where Wisconsin wouldn't rank so high.

So, as we talk about incentives and a necessity to get the States to do more, since education is primarily their responsibility anyway, I think we've got to play that role much more effectively than we have been.

I've been asking my colleagues in the Department to give me some comparative information on States' education performance to help us to show areas where they need to improve. Some are strong in some areas and quite weak in others.

And we may have some very interesting information for this committee and for others, in a brief time, on that.

Mr. GUNDERSON. I have an advisory committee on education. Included in that committee are a number of primary and secondary school superintendants, principals, and vocational education instructors. I sat down with that group a couple of weeks ago and we went over the fact that I think about half the high schools in Wisconsin do not participate in the Federal vocational dollars because of the reporting requirements, and we were looking at the concept of going to a block grant. This group said:

> We have decided that if these high schools aren't willing to even fill out this minimum report, why should they be able to take the dollars from those of us who have put together pools, cooperatives, in promoting and servicing the vocational education needs of our particular community?

And I'd venture to say that the majority of these school superintendants and teachers were Republicans, I can tell you, I think most of them, without exception, supported me. So there is a Republican philosophy that says initially let's get rid of all the re-

quirements but then when we sit down and say, "Well, wait a minute. Why should we throw such limited few dollars to some of these schools who aren't even willing to take the time to plan out a vocational program in their local school?"

How do you respond to those people?

Dr. WORTHINGTON. Mr. Gunderson, as I mentioned, last week I was in the State of Wisconsin. And I read a report on the airplane on the way out written by the Secretary of your State AFL–CIO. He pointed out that in Wisconsin you have more than 10,000 citizens on more than 1,000 local advisory committees advising your vocational education program, which is one reason it's so strong. You've got citizen participation across the board, giving advice to the programs and monitoring those programs and helping those programs.

So, I think we need to encourage that nationally. We estimate, for example, that we have some 40,000 vocational instructional program advisory councils throughout the Nation. We're encouraging the States to work with them more and to combine their work and coordinate their work with the PIC's, for example. We think this will do a lot to improve vocational education and spread it into the schools that may not now have it, such as the high schools you mention.

Mr. GUNDERSON. The final question, you've indicated your support for revision of the Federal formula, the distribution of vocational education funds from simply population's to both population and unemployment. Have you done any printouts, any studies, on that as to what the impact is on different States and have you considered any other alternative funding formulas?

Secretary BELL. I think Dr. Worthington can handle that better than I can.

Dr. WORTHINGTON. Yes; we have done computer runs to determine the effect of the revised formula. The formula will give more emphasis to adult and postsecondary persons in the State. We changed the age cohort somewhat. We have also given special emphasis to States that have high numbers of unemployed. That would effect their allocations. And we'd be pleased to share with you those computer runs which compare the results of our formula with the present one. We believe it's an improvement over the present.

Mr. GUNDERSON. I'd be very interested if you could do that sometime.

Dr. WORTHINGTON. We'd be happy to do that.

Mr. GUNDERSON. Just one final comment, and I appreciate both your assistance and the indulgence of the committee. Philosophically, I'm as prolocal control as anybody in this Congress. And yet at the same time, as I indicated in my opening comments, I really believe that the greatest challenge we face in the next decade in this country is vocational training. We've got a problem out there. But I don't think we understand its magnitude, both in the need and in the attitude of some of our people who need that training, and certainly in the ability of our service delivery system to provide it.

Secretary BELL. Yes.

Mr. GUNDERSON. I would hope as we go through this reauthorization process that we can sit down and work together, beginning

perhaps from a position of philosophical perspectives, whatever they might be. But if we're going to be successful, we're going to have to set aside some philosophy and become very practical as to how we can best achieve this.

These are not normal times. These are unique times that, frankly, I think, demand very unique action and leadership from us, and as I've told you before, Mr. Secretary, you have that credibility in the education community in this country, without question. In this special time, I can't think of anything more important that you could do in your term of office as Secretary of Education than to help this country embark upon a comprehensive long-term retraining program, the needs and benefits of which we will not even see for many, many years yet to come.

Secretary BELL. I agree with those comments very much. I just say that if you're not fully satisfied with vocational education in Wisconsin you ought to be in some other States.

Mr. GUNDERSON. I understand.

Secretary BELL. Because you're quite a ways out there. You're one of the leading States.

Mr. GUNDERSON. Thank you very much, Mr. Chairman.

Mr. BOUCHER. Mr. Packard?

Mr. PACKARD. I enjoyed very much the very excellent testimony of Secretary Bell and his staff.

I was particularly pleased to see in the bill an effort to consolidate two important educational programs and at the same time allow the flexibility at the local and State level to administer those two programs. You bring the administration, the advisory boards, and the hierarchy of the two programs into one. I think that what we've been hearing out there in the local sector, is how can we reduce the administrative costs, and I think this is an excellent way to do it and still maintain the local flexibility that the bill rather effectively accomplishes.

I'd like to address my questions primarily to one segment and that is this concept of on-the-job experience, on-the-job training. Yesterday's testimony in this hearing from labor and other organizations that are involved and perhaps the recipient of a lot of the vocational training that takes place in our educational facilities were here to testify, and we discussed at some length the concept of these organizations, primarily your trade and labor organizations, that are very much involved in skills that come out of on-the-job training as well as vocational educational processes, how they can best fit in to such legislation.

Does the bill adequately address the on-the-job training process and the use of skilled and functioning organizations and individuals to help train these young people, and can they get college or high school credit for such on-the-job training programs?

Do you believe that the bill adequately addresses and gives opportunity for local educational organizations to accomplish those goals?

Dr. WORTHINGTON. Yes. The bill permits the funding of State and local advisory councils. As I pointed out, Mr. Packard, nationally the local advisory councils are pretty traditional in vocational education. Of the 40,000 vocational instructional program advisory councils in the Nation, I would be willing to bet that every one has

at least one member of organized labor who is knowledgable in the particular trade or occupation being taught. That's pretty standard procedure out there.

So, we feel that the use of the Federal dollars, if the State desires, for local advisory councils, will tend to accomplish that.

Mr. PACKARD. I'm looking for more than just an advisory council. I'm looking for actual students going out and working on the job and getting credit for it.

Dr. WORTHINGTON. Well, let me then also comment on that.

Mr. PACKARD. And getting credit for it as far as their diplomas are concerned.

Dr. WORTHINGTON. Right. We have a program presently, have a cooperative vocational education program, in which approximately 600,000 young people are enrolled, going to school part of the time and working in businesses and industries under the direction of the school part time. Our legislative proposal would continue that program as an allowable expenditure. Co-op ed is so widely accepted now across the Nation that we feel it will continue to expand.

Mr. PACKARD. To me that's one of the underused programs, that would alleviate a lot of the purchase of expensive equipment, the providing of expensive facilities that are specific to certain jobs or certain skills. Schools cannot afford to put their money in equipment and in facilities when they are out there in the private sector, and there needs to be, I think, more cooperation with the private sector—we're trying to do that now in high tech. We're trying to do that with some of the legislation that's come out of this committee already.

We've tried joint ventures between the high-tech industry and the educational community, and I think we need to expand that concept into the trades and if the bill adequately addresses that, to enhance that, and to promote that concept, I would feel very comfortable with it.

Dr. WORTHINGTON. We believe our bill does. While it doesn't require co-op ed, it's allowable. And we think the States will continue seeking that close collaboration with the private sector.

Secretary BELL. I think, Mr. Packard, with respect to credit, that's best left entirely up to State and local authorities. So the Federal Government would not be involved in the credit part of it. We don't mandate in any way that credit be given, nor do we prohibit it or discourage it.

Mr. PACKARD. Coming out of local government myself, both in education and in city government, I have concluded that the block grant process is one of the most acceptable mean of Federal assistance to local governments, because it gives flexibility for them to do specialized programs that are unique to their area, to their desires, and to what their students and their children and their cities want.

I am comfortable with the process of letting that flexibility be passed on through to the local governments.

Secretary BELL. I surely agree.

Mr. PACKARD. So, I compliment you on the bill. I was only concerned that we were doing all that we could in enhancing the on-the-job training and using existing organizations in skilled areas to accomplish that goal. Thank you very much, Mr. Chairman.

Secretary BELL. Mr. Chairman, if I could just interrupt, I anticipated that this hearing would not last more than a little over an hour and I have an appointment down at the White House. I hesitate to ask if I could be excused, but if I miss this meeting I'm going to have difficulties also. [Laughter.]

Mr. BOUCHER. Mr. Secretary, I believe we can excuse you under those conditions. Mr. Nielson, can you perhaps address your questions to the Secretary in writing?

Mr. NIELSON. All right. He's my former boss, so I think I can do that. But let me ask just one quick question of you. You have your Assistant Secretary for adult education and for vocational education. Could I ask them some questions? Would you mind having those gentlemen stay?

Secretary BELL. All right, sure.

Mr. NIELSON. First of all, how did you arrive at the 30–30–13 arrangement? That's one question I have. Why not 35–35–15 or some other set of numbers? How were those numbers arrived at? Mr. Secretary, I recognize your obligations elsewhere, but if you'd let your other two assistants stay, I'd appreciate it.

Secretary BELL. I apologize to Mr. Miller that he doesn't have a chance to have a cut at me. But he gets too much of an opportunity most of the time, anyway. [Laughter.]

Mr. BOUCHER. Mr. Secretary, we appreciate your being with us this morning.

Secretary BELL. Thank you. Thank you very much.

Dr. WORTHINGTON. Let me start with the 13, Mr. Nielson. The 13 percent was arrived at to maintain the same proportionate levels in funding between adult basic education and vocational education as currently exist. As the Secretary pointed out, there would be a slight increase in adult education funding using that 13 percent.

Now, as for the 30–30–13: 30 percent was suggested as a minimum for the economic development emphasis, 30 percent as a minimum for program improvement, and 13 percent for the adult basic ed. That leaves 27 percent undesignated which the State may use for any one of those components of the legislation.

The State may, for example, choose to use that 27 percent for economic development. But we feel it would be best if States could use it where they need it, because every State, as you know, is different in its needs.

Mr. NIELSON. Could I talk to the one in charge of adult education and ask if you're comfortable with that 13 percent?

Dr. WORTHINGTON. This is Mr. Delker.

Mr. DELKER. Yes, Mr. Nielson, I am. As a matter of fact, from my parochial point of view, I wish it were in effect now because instead of $86.4 million we'd be getting $90 million, and in terms of next year's $95 million already approved, it would go to $101 million. Well, I'm very comfortable with that.

Mr. NIELSON. The director for vocational, are you comfortable with the 30 percent?

Dr. WORTHINGTON. The difference in the two programs, vocational and adult, is that in vocational education the Federal dollar is a much smaller proportion of total funds. Therefore, the State and local financing of it would be of primary importance. The discretion of the 27 percent left to the States would obviously allow them

to make decisions in terms of the total financing of adult and vocational education.

Mr. NIELSON. That's not my question. Are you satisfied with the 30-percent floor?

Dr. WORTHINGTON. Yes, I am.

Mr. NIELSON. Dr. Worthington, two questions were raised by Congressman Boucher, which I think need to be addressed. No. 1, is the lack of someone to make sure that the women get their fair shake, the lack of the requirement for the States to have a person to look after that particular aspect. Does that bother you? Do you think the States are willing to do that? The Secretary indicated they've come a long way since 1976. Do you feel they've come sufficiently far that they would continue to take care and see that the women get their fair share of the dollar and that they don't have these sex stereotypes and things that Congressman Boucher mentioned?

Dr. WORTHINGTON. Yes, I'm quite confident. As a matter of fact, under our provisions the States will have to submit a proposed use report which would replace the present State plan. There are four descriptions and seven assurances which I would be happy to provide you for the record or to read them now if you want me to do it.

Mr. NIELSON. No, that's all right.

Dr. WORTHINGTON. There are four descriptions, and one of those has to do with sex stereotyping and sex bias. The elimination of sex stereotyping and sex bias must be a high priority of the State's proposed use report. The funds would not flow if they did not respond to that.

Mr. NIELSON. Another question. As you know, you know your tough situation, and the work that Jack Higby and others have done on the advisory council for many years. This was expressed by Congressman Erlenborn. But on the other hand, I'm not sure I got a satisfactory answer. They feel that they could not be independent, they could not be free to criticize the State system of higher education or the State system of elementary and vocational, at all levels, if they were dependent on those same systems for the money for their existence.

How do you handle a problem like that? You mentioned that it's nice to have volunteers and it shouldn't cost us any money. But if you are dependent on whatever funds and expenses you do have, for the very agencies you may want to be free to criticize and to make helpful suggestions, how can you operate?

Or, in effect, are we just having rubberstamp people if we don't have that independence?

Dr. WORTHINGTON. Under our proposal advisory councils would be optional. The States may, if they wish, use Federal dollars.

Mr. NIELSON. But the point is they're optional but the money for them is going to come out of the State agencies which they're trying to monitor. If they had a separate funding source so they could be independent in the true sense of the word, wouldn't they be more effective? Wouldn't you get the real input as to how the State agency educational systems are handling this?

Dr. WORTHINGTON. Well, perhaps you would. It would depend on the composition of the advisory council. If the advisory council is a

group of leading citizens, really concerned about quality in vocational education—they would have to be chosen carefully, as they no doubt would be—I'm quite sure that they would give an independent assessment of vocational education. I can see the concerns of the State executive directors of advisory councils. We have built up, pretty much, a national bureaucracy of advisory council executive directors; 13 of them have been in office between 10 and 13 years, and 17 between 7 and 10 years. They have more stability in their jobs, really, than State directors of vocational education.

We've had 22 new State voc ed directors in the last 2½ years. So, I'm quite confident that if State advisory councils are chosen carefully, they will give objective advice and usable advice, without mandating that they be funded separately.

Mr. NIELSON. Thank you. That's all the questions I have.

Let me commend Mr. Worthington. He may not know this. I served as associate commissioner for higher education of the State of Utah under Dr. Bell, and one of my associates was Dr. Worthington. So, I'm proud of the association also.

Dr. WORTHINGTON. We're proud of that association.

Mr. NIELSON. But that doesn't deter me from asking tough questions and I will continue to do that.

Dr. WORTHINGTON. Thank you, Mr. Nielson.

Mr. BOUCHER. Thank you, Mr. Nielson, and Mr. Worthington, we appreciate your being with us this morning. That concludes today's hearing. The committee will rise.

[Whereupon, at 10:50 a.m., the subcommittee recessed, subject to the call of the Chair.]